



# Phonics Meeting



# Early Years Framework

By the end of reception

**Word Reading ELG:**

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences that are consistent with their phonic knowledge, including some tricky words.

**Comprehension ELG:**

- Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems.

## Aims:

- To share how phonics is taught at Air Balloon.
- To develop your knowledge of early reading and writing and how best to support your child at home.

# What is reading?

Reading is the ability to decode and interpret a written word.



# What is phonics?

The link between the words that we say and the letters that represent each sound.

Grapheme - the written letter or group of letters

Phoneme - the sounds that the grapheme makes

# How do we teach reading?

- We follow the 'Unlocking Letters and Sounds' programme of teaching.
- We build on what the children have done in nursery/previous settings.
- We have a daily 20-25 minute lesson of direct teaching.
- We apply this teaching through our Literacy work and other activities.

Phase 2 sounds are:

**Unlocking**  
Letters & Sounds

s



c



s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss

When children are confident knowing the sounds and names of individual letter's we move on to teaching digraphs/trigraphs.

ch



ar



Phase 3 sounds are:

j, v, w, x, qu, ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow,  
oi, ear, air, ure, er

It is important that you are encouraging your child to say the pure sound.

# Blending

- Blending is the ability to smoothly and fluidly combine individual sounds together into words. For example, smooth blending is sounding out the word 'cat' as ccaatt/ instead of a choppy or segmented /c/..../a/..../t/. In simple terms, blending is smoothly 'hooking the sounds together' when sounding out words.
- In the early stages, after your child has said all the sounds in a word you may need to recast the sounds back to them a couple of times as an aid.

# Strategies for encouraging your child to do this

- Oral blending - Talking Ted, say the sounds in a three letter word. Can they blend the sounds together and say the word?
- Blend and Find - Using a picture e.g. a park. Can you point to the h-e-n, c-a-t.





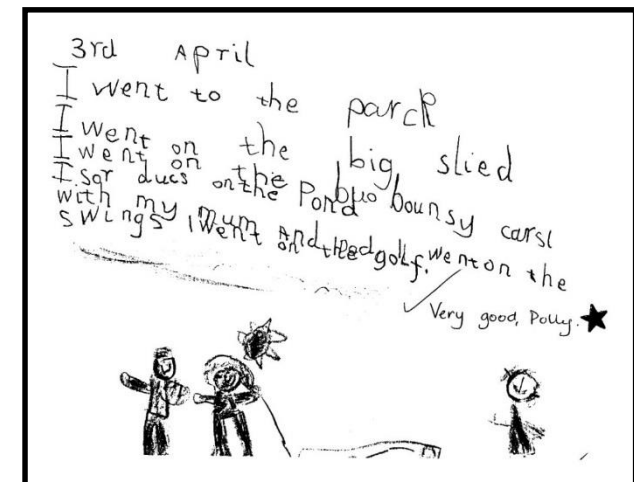
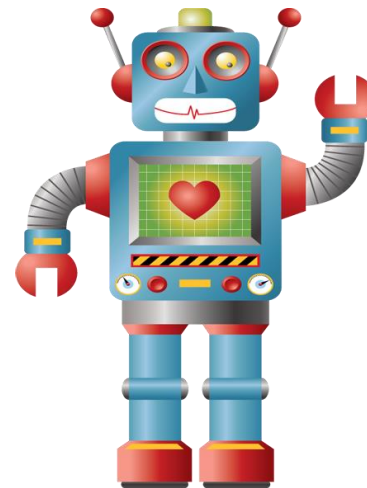
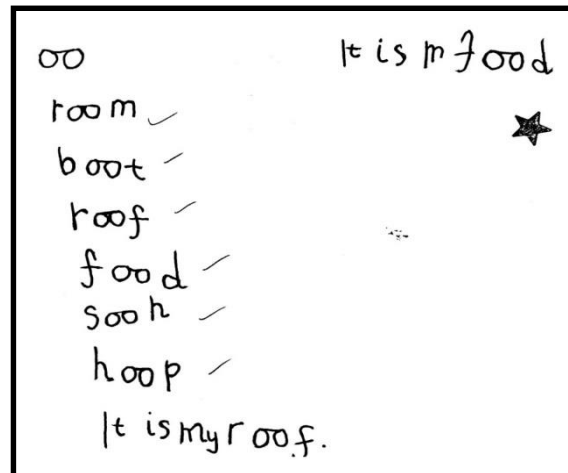


# Segmenting



Segmenting is listening to a word and breaking it down into sounds. This is the first skill when beginning to write. When the children become confident with this skill they will progress onto captions and short sentences.

We encourage children to use their 'Robot Arms'





# Common Exception Words



These are words that cannot be read purely by blending the sounds together, some parts are tricky.

I no go the to into

he she we be you was  
my they you her all are

- These words need to be practised regularly to help your child to learn them. The more your child sees them and plays games with them the easier they will recall them when they are reading.

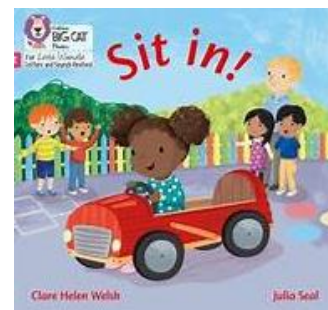
## Games

- matching games
- word hunt
- hiding them in sand
- jumping games
- **MAKE IT FUN!!**

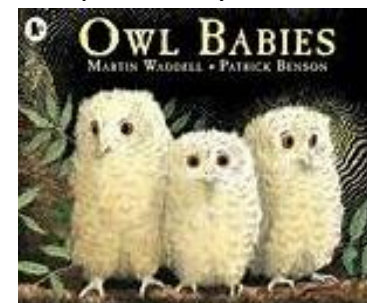


Every week your child will receive **two** books in their book bag:

- **A phonetically decodable book** that matches your child's next steps with their phonics learning. The idea is that you support your child at first and then as they progress, they will read the book as independently as possible to reinforce what is being learnt at school and to practice their phonics skills.



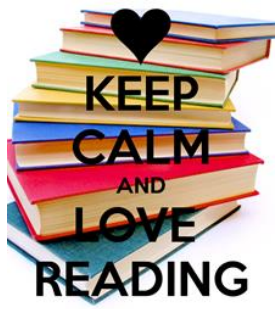
- In each book you will find some very useful pages that will guide you on how to support your child before and after reading. This includes reviewing some of the sounds that will appear, reading individual words and some comprehension questions.
- **A Shared reader book.** This is a high quality picture book for you to share together. This will allow you to enjoy the story together, explore new vocabulary and predict what might happen next.



# Reading diaries



- Every week at school, your child will take part in a reading session with an adult. This will be logged in your child's reading diary.
- Please do not feel that you have to write lengthy comments every time you read as this can take away from the reading. If your child has read happily, you can just draw a smiley face, write the date and record the name of the book.



# At home



- Choose a time that works for you
- Be positive and celebrate successes
- Encourage them to point to each sound
- Encourage them to say the sounds and blend them together
- Be patient and let them try to work it out
- As the books get longer, ask questions about what has happened and character's feelings
- Model your love of reading!
- Your support in developing reading and at home is vital to enable your child to achieve this.
- Please read with your child 3/4 times a week.

Any  
questions?

